

Washburn University Department of Education



Summary Evaluation for Teacher Candidates

Evaluation of Professional Conduct & Attitudes

The *Teacher Candidate Summary Evaluation Form [TCSEF]* is to be completed by the Mentor Teacher and University Supervisor at the end of each student teaching field experience (and at midterm of a 16-week placement), and in conjunction with the *Dispositions Form* and formal *Observational Feedback Forms* provide performance evaluation data of the student teaching field experience/s. The *TCSEF* and *Disposition Form* links will be provided to the Mentor Teacher and University Supervisor, and should be completed within one week after the end of a field experience placement.

The purpose of this form is to evaluate the pre-service teacher based on the following information:

- a. Formal Observation Feedback (mentor teacher/s and University Supervisor)
- b. Lesson Plans and their implementation
- c. Progress toward goals identified via the Goal Setting Form
- d. Video recordings and Reflections (viewed by University Supervisor only)
- e. Weekly Reflections (viewed by University Supervisor only)
- f. Other as communicated by the University Supervisor.

**Teacher
Candidate's Full
Name ***

First Name

Last Name

Student Teaching Site *

Placement Level *

Evaluator Role

Evaluator's Full Name *
First Name Last Name

Evaluator E-mail ex: fieldexperiences@washburn.edu

Student Teaching Course *

Evaluation Criterion Description

4 Advanced The teaching candidate demonstrates exceptional understanding and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.

3 Target The teaching candidate demonstrates acceptable understanding and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with effective teaching candidates.

2 Developing The teaching candidate demonstrates some understanding and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard are consistent with teaching candidates' initial understanding/performance in this area.

1 Unacceptable The teaching candidate demonstrates minimal understanding and/or skills expected of a teaching professional at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Always consider whether or not a teaching candidate has partial completion of a criterion. If one variable of the criterion has been met, rate the student teacher as "Developing," if two variables have been met, then a "Target" rating has been deserved, and if most of the criterion variables have been met an "Advanced" rating can be given to the Teacher Candidate.

Construct 1: Learner and Learning

Kansas Standard/s: 1, 2, 3, 4, 5, 6, 7 InTASC Standards: 1, 2, 3

1. The teacher candidate plans instruction based on learning needs and the developmental levels of all diverse learners, including those with exceptionalities. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

2. The teacher candidate recognizes and fosters individual differences to establish a positive classroom culture. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

3. The teacher candidate establishes a classroom environment conducive to learning, and based on safety, fairness, respect, and educational equity. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

4. The teacher candidate had a positive impact on student learning. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

5. The teacher candidate establishes behavioral expectations and consistently applies the expectations while proactively addressing off-task behaviors. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

6. The teacher candidate promotes respectful and productive interactions with,

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

between, and
among students.

*

Comments:

Construct 2: Instruction

Kansas Standard/s: 1, 2, 4, 6, 7, 10, 11, 12 InTASC Standards: 4,5,7, 8

1. The teacher candidate uses methods and techniques that are effective in meeting student needs, including strategies to differentiate and scaffold information. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

2. The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

3. The teacher candidate demonstrates a thorough knowledge of content. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

4. The teacher candidate uses time effectively during instruction, transitions, handing out materials, and utilizing technology. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

5. The teacher candidate provides a variety of innovative applications of knowledge which motivates learner understanding between and within subject areas. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

6. The teacher candidate maintains professional control of classroom behaviors. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Comments:

Construct 3: Assessment

Kansas Standard/s: 1, 3, 4, 5, 7, 8, 9, 12 InTASC Standards: 6

1. The teacher candidate plans and implements lessons aligned with content standards *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

2. The teacher candidate uses varied assessments (formative and summative) to measure learner progress. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

3. The teacher candidate is consistently prepared to teach daily and

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

longitudinally. *

4. The teacher candidate engages students in learning activities that develop higher order thinking skills. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

5. The teacher candidate analyzes her/his impact on student learning. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Construct 4: Professional Responsibility and Reflection

Kansas Standard/s: 1, 2, 3, 6, 9, 10, 12, 13 InTASC Standards: 9, 10

1. The teacher candidate engages in reflection and continuous growth. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

2. The teacher candidate participates in collaboration and leadership opportunities. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

3. The teacher candidate reflects on student behavior in relation to learning. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

4. The teacher candidate reflects on student data to impact student learning growth using formative and summative assessments. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

5. The teacher candidate promotes respectful and productive interactions with, between, and among students.
*

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Constructs Holistic Rating

Holistic rating for Construct 1: Learner and Learning. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Holistic rating for Construct 2: Instruction. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Holistic rating for Construct 3: Assessment. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Holistic rating for Construct 4: Professional Responsibility and Reflection. *

	1	2	3	4	
Unacceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advanced

Comments:

Thank you for support of our students. Your feedback is very valuable to us.
Please provide any additional comments or suggestions.

Summary
Comments

Review Date

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